|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District: Easthampton Public Schools****MCR Onsite Date:** **12/15/2016****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that all required members attend IEP Team meetings. When a member is unable to attend the Team meeting, an excusal form is used to document that the district and the parents are in agreement that attendance is unnecessary because the member’s area of the curriculum or related services is not being modified or discussed, or Team members provide written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district, within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, convenes a student's IEP Team to determine whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 13 - Progress Reports and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards annual IEP goals. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that at least annually, on or before the anniversary date of the IEP, the IEP Team convenes to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. The Team reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum. In cases when the district and parent agree to make changes to a student's IEP between annual IEP meetings, the district documents these changes with an amendment. Parents are consistently provided with a revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.A review of student records also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Student Strengths and Weaknesses, Goals, and the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. Unless the student’s IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. Immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
| --- |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the Notice of Proposed School District Action (N1) is incomplete and is not individualized to the student. Specifically, N1 forms do not include: 1) required information on the description of other options that the Team considered and the reasons why those options were rejected; 2) a description of each evaluation procedure, test, record, or report used as a basis for the proposed or refused action; and 3) a description of any other factors that were relevant to the Team's proposal or refusal. |
| **Department Order of Corrective Action:** |
| Review the district procedures on writing Notice of Proposed School District Action (N1) forms and provide training to Special Education Coordinators on writing N1 forms that are complete and individualized to the student.Develop an internal oversight and tracking system to ensure that the district responds to all questions of the N1 form and individualizes those responses for each student. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.Conduct a review of a sample of student records from across all grade levels and schools in which Team meetings were held, after all corrective actions have been implemented, to determine whether the N1 forms are complete and individualized to the student. **\* Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) list of student names and grade levels for the records reviewed; b) date of the review;** **c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Provide evidence of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **April 7, 2017**.Submit a description of the internal oversight and tracking system, along with the name and role of the person designated for oversight by **April 7, 2017**.Submit the results of the internal review of student records and include the following: 1. the number of records reviewed; 2. the number of records in compliance;3. for any records not in compliance, determine the root cause; and 4. the specific corrective actions taken to remedy the non-compliance.Please submit the above information by **June 16, 2017**. |
| **Progress Report Due Date(s):** |
| 04/07/2017 | 06/16/2107 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the special education student roster as requested by the Department. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district monitors the provision of services to, and the programs of, individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring, such as site visits, are documented and placed in the student record for eligible students who have been placed in an out-of-district program. |

| **SE Criterion # 41 - Age span requirements** |
| --- |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that within the Applied Learning Center class at the high school, the ages of the youngest and oldest student differ by more than 48 months.  |
| **Department Order of Corrective Action:** |
| Revise the instructional grouping for the Applied Learning Center classroom at Easthampton High School to ensure that the ages of the youngest and oldest student do not differ by more than 48 months, or request approval of a wider age range from the Department. The *Special Education Instructional Grouping and Age Span* document can be found in the WBMS Document Library.Develop an internal oversight and tracking system to ensure the ages of the students in instructional groupings outside of the general education classroom do not differ by more than 48 months. The tracking system should include periodic reviews by an administrator to ensure continuing compliance. |
| **Required Elements of Progress Reports:** |
| Submit an updated *Special Education Instructional Grouping and Age Span* document for the Applied Learning Center classroom at Easthampton High School by **April 7, 2017**. Submit a description of the internal oversight and tracking system, along with the name and role of the person designated for oversight by **April 7, 2017**. |
| **Progress Report Due Date(s):** |
| 04/07/2017 |  |  |  |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that the district has procedures for the suspension of students with disabilities when the suspension exceeds 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days that addresses timelines and the requirement to conduct a manifestation determination. |

| **SE Criterion # 54 - Professional development** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that the district conducts annual training on state and federal special education regulations and district special education policies and procedures, analyzing and accommodating diverse learning needs of all students, and methods of collaboration among teachers, paraprofessionals, and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. The district also provides annual training to transportation providers on the needs of students with disabilities and the appropriate methods of meeting those needs for any student receiving special transportation. |